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2020-21 Phase Three: Executive Summary for Schools

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

William Wells Brown Elementary, which replaced Johnson Elementary and Russell Elementary, is a joint project between Fayette County Public Schools and the Lexington-Fayette Urban County Government. In addition to being a top-notch school, our $15 million facility includes a community center complete with a full-size gymnasium, a multipurpose room, and a kitchen classroom for adult education programs. We also house a Healthy Kids Clinic, which provides many services for students during the school day. William Wells Brown Elementary was turned into a Promise Academy the 2019-2020 school year. The Promise Academy concept was adopted as a way of reaching student needs both academically and socially emotionally. Through the Promise Academy model, students receive extended time in the school, longer days and longer school year, along with enrichment classes embedded into the core of the school day. William Wells Brown Elementary is the only full community school, serving students in the immediate community surroundings, in Fayette County Public Schools.

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission: We, The Promise Academy at William Wells Brown, are a caring, committed community with high expectations, accountability, growth mindset and positivity empowering confident learners and leaders of tomorrow in an evolving global society. Vision: As leaders of today, will achieve excellence and uplift the community through “OUR PROMISE” to build resilient scholars and create leaders of tomorrow. Motto: ‘Be the change...Change the World!’ Core Values: Respect Creativity/fun Growth Mindset Positivity Integrity Accountability High expectations Commitment Trust Authenticity Self-expression/Open Communication Reliability The school embodies its purpose through offering a variety of enrichment opportunities (coding, dance, etiquette, etc.) throughout the school day as well as through the 21st Century after school program. The expects excellence from its students by starting each school day with a school-wide Morning Meeting, setting the purpose for the day. Each day focuses on various topics such as attendance, Social Emotional Learning, student and staff recognitions, leadership spotlight and classroom recognitions.
The school has received awards such as 'High Attendance', and partnerships with the Alpha Phi Alpha fraternity; University of Kentucky agriculture center; Delta Sigma Theta Sorority incorporated; Locust Trace Agriscience Center, etc. William Wells Brown Elementary was turned into a Promise Academy the 2019-2020 school year. The Promise Academy concept was adopted as a way of reaching student needs both academically and social emotionally. Through the Promise Academy model, students receive extended time in the school, longer days and longer school year, along with enrichment classes embedded into the core of the school day. William Wells Brown Elementary is the only full community school, serving students in the immediate community surroundings, in Fayette County Public Schools. Over the next 3 years the school is looking to increase student achievement in all content areas, decrease office behavior referrals, increase family engagement and partnerships within the community at large.

**CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

The school's improvement plan was created in collaboration with Cambridge Education Consultants, after a thorough audit of the school in January of 2019. The school worked as a leadership team, in partnership with community partners, to develop the Turnaround plan to address deficits in the school concerning school leadership, student achievement, behavior and family engagement. (See attached)

**ATTACHMENTS**

**Attachment Name**

. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

A new administrative team was hired in 2020 to lead the school through the turnaround process.
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2020-21 Continuous Improvement Diagnostic

William Wells Brown Elementary
Ebony Hutchinson
555 East Fifth St
Lexington, Kentucky, 40508
United States of America
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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

**Phase Four: January 1 - December 31**
- Progress Monitoring

*As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

Please enter your name and date below to certify.
2020-21 The Needs Assessment

William Wells Brown Elementary
Ebony Hutchinson
555 East Fifth St
Lexington, Kentucky, 40508
United States of America
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2020-21 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the current state and formulating a plan to move to the desired state. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.
Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

MAP: Student scores are analyzed and disaggregated during a staff meeting with all teachers. During the analysis, sub topic scores using the Learning Continuum are reviewed for both Reading and Mathematics. MAP scores are a starting point to a deeper dive into school-wide trends. For example, Winter 2019-2020 Reading MAP scores indicate that 45% of the student enrolled at William Wells Brown scored above the 41st percentile. Meanwhile, 34% of the student population scored below the 21st percentile. As we began to look at the sub topic scores across all grade levels we noticed a relative strength with Informational Text with deficits falling in vocabulary and language. Upon reviewing Guided Reading Levels we noticed several similar results. During the Winter 2019-2020 Guided Reading Benchmark Assessment, 24% of the students across the building scored at or above grade level (Proficient or Distinguished) when assessed. During the same assessment, 57% of the students scored significantly below level (Novice). These scores on MAP and on the Guided Reading Benchmark Assessment crossed all sub groups of our building population. While Problem Solving around these deficits a focus was placed on training staff on guided reading and implementing guided reading at all grade levels. There was an emphasis placed on vocabulary acquisition and language development. Based on the Fall 2020 Reading MAP data this shift in instructional focus has improved student learning. For Fall 2020 the Reading MAP scores indicate that 71% of the student enrolled at William Wells Brown scored above the 41st percentile. Meanwhile, 10% of the student population scored below the 21st percentile.
Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Spring 2019 KPREP: Proficiency (Reading and Math)- 32.1 Separate Academic Indicator (Science, Social Studies, Writing)- 38.2 Growth- 52.7
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Each fall on the Brigance Kindergarten Screener: 75-80% not ready for kindergarten (for the past 7 years) 80% of students with IEPS Novice in Reading on spring 2019 KPREP. 80% of students with IEPS Novice in Math on spring 2019 KPREP. As well, all gap groups are underperforming. All students are in one or more gap groups (free/reduced lunch, IEP, minority, ELL).
Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

School PBIS Data: Our Tier 1 PBIS plan is strong. It is a model program that focuses on the positive. Daily, whole classrooms and individual students have multiple opportunities to be acknowledged for making positive choices. Our data shows that out of school suspensions have decreased significantly over the past 4 years. As well, in school suspensions have decreased. We have worked hard to limit the number of minutes assigned for in school suspension. We're still working to decrease the number of level 3 behaviors exhibited by our students. We've identified a group of students who display level 3 behavior most often. Our support staff (Guidance Specialist, Social Worker, PBIS Coach, Mental Health Specialist, School Clinic) are providing support to these students. Academic Data: KPREP- Overall proficiency in Reading and Math has decreased. 35.8 in 2018 to 32.1 in 2019. (change of -3.7) KPREP- The separate academic indicator decreased. 39.4 in 2018 to 38.2 in 2019. (change of -1.2)
Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

KCWP 2: Design and Deliver Instruction 1. Establish a consistent framework for instruction that allows for students to be at the center of teaching and learning. 2. Effective practices for monitoring instruction before, during and after instruction are put in place by administration, Instructional Specialists and other support staff. 3. School leadership ensures teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.

KCWP 5: Design, Align and Deliver Support 1. Ensure systems and processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students. 2. The use of data points to inform modifications to curriculum and instructional practices. 3. School leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school.
Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Targeted Instruction Plan: A maximum of 68 students will participate in Targeted Services. This is 15% of the total building capacity of 450 students. Students are identified, PreK-5th Grades who qualify under the following criteria: bottom 10%ile in reading and/or math according to Winter 2019 MAP data; students scoring between the 35%-50%ile on Winter 2019 MAP in reading and/or math; Special Education students qualifying under district Special Education guidance and students demonstrating the highest need needing Social Emotional Learning/Mental Health Services based on Tier III data from the school level SEL/MH team.

Targeted + Plan: A maximum of 90 students will be serviced, including the initial student placements. Students in the Targeted+ plan are chosen based on students scoring Novice in KPREP and students scoring between 11-34%ile in MAP. Academic Support: 19 Students scoring below 10%ile on Winter MAP in Reading and/or Math. 32 Students scoring between 35-50%ile on Winter MAP in Reading and/or Math. Social Emotional Learning: 5 Students with high Tier III needs in Social Emotional Learning Special Education: 14 Students that met district guidance.
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2020-21 School Assurances

William Wells Brown Elementary
Ebony Hutchinson
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United States of America
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2020-21 Phase Two: School Assurances
Introduction
Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.
Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- Yes
- No
- N/A

COMMENTS
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
  - No
  - N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
  - No
  - N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
  - No
  - N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
  - No
6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

- Yes
- No
- N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to
improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
  - No
  - N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- Yes
  - No
  - N/A

COMMENTS
Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
  - No
  - N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
  - No
  - N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
  - No
  - N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
  - No
  - N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
  - No
  - N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
  - No
  - N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves
participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b) (2)(G) of ESSA.

- Yes
  - No
  - N/A

**COMMENTS**
Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- Yes
- No
- N/A

COMMENTS
All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
  - No
  - N/A
  COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- Yes
  - No
  - N/A
  COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
  - No
  - N/A
  COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family
engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
  - No
  - N/A

**COMMENTS**

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- Yes
  - No
  - N/A

**COMMENTS**

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- Yes
  - No
  - N/A

**COMMENTS**

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).
27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

● Yes
  ○ No
  ○ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

● Yes
  ○ No
  ○ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).
30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- Yes
  - No
  - N/A

**COMMENTS**

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- Yes
  - No
  - N/A

**COMMENTS**

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- Yes
  - No
  - N/A

**COMMENTS**
33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- Yes
- No
- N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- Yes
- No
- N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- Yes
- No
- N/A

COMMENTS
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2020-21 Professional Development Plan

William Wells Brown Elementary
Ebony Hutchinson
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2020-21 Phase Three: Professional Development Plan for Schools ......................................................... 3
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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

We, The Promise Academy at William Wells Brown, are a caring, committed community with high expectations, accountability, growth mindset and positivity empowering confident learners and leaders of tomorrow in an evolving global society.

2. The needs assessment provides the framework for all schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's top two priorities for professional development that support continuous improvement?
1. Design and deploy standards. 2. Design and deliver rigorous, standards based instruction.

3. How do the identified top two priorities of professional development relate to school goals?

The top two priorities will move the school closer to increasing student achievement in the areas indicated in the CSIP. Teacher Clarity is essential to delivery of rigorous, on-grade level, standards-based instruction. Teachers need to be clear on learning intentions and success criteria needed for mastery. Teachers then need to be clear on how to deliver equitable, standards-based, rigorous instruction.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

See attached PD Plan

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

See attached PD Plan

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

See attached PD Plan

4d. Who is the targeted audience for the professional development?

Classroom certified teachers

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

See attached PD Plan

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

See attached PD Plan
4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

See attached PD Plan

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

See attached PD Plan

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

See attached PD Plan

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

See attached PD Plan

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

See attached PD Plan

5d. Who is the targeted audience for the professional development?

See attached PD Plan

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

See attached PD Plan

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

See attached PD Plan
5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

See attached PD Plan

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

See attached PD Plan

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

See attached PD Plan
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWB PD Plan 2020-2021</td>
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</tr>
</tbody>
</table>
2020-21 Closing the Achievement Gap

William Wells Brown Elementary
Ebony Hutchinson
555 East Fifth St
Lexington, Kentucky, 40508
United States of America
Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic ................................................................. 3
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- Complete the Achievement Gap Group spreadsheet and attach it.

See attached

<table>
<thead>
<tr>
<th>ATTACHMENTS</th>
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<tbody>
<tr>
<td><strong>Attachment Name</strong></td>
</tr>
<tr>
<td>WWB Measurable Gap Goal</td>
</tr>
</tbody>
</table>
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

William Wells Brown Elementary was turned into a Promise Academy the 2019-2020 school year. The Promise Academy concept was adopted as a way of reaching student needs both academically and social emotionally. Through the Promise Academy model, students receive extended time in the school, longer days and longer school year, along with enrichment classes embedded into the core of the school day. The school building was a joint venture between the Fayette County Public Schools and the Lexington-Fayette Urban County Government. William Wells Brown Elementary has a Community Center within the building that serves students and adults in the evenings and on weekends and has its own director and staff. The school has two full-day preschool classes, as well as Kindergarten through fifth grades. William Wells Brown Elementary is a school-wide Title One school and although the building has two full-day preschool classes, they receive most of their students from multiple preschools and daycare centers. The community strives to create a safer, cleaner neighborhood and most of the students live within walking distance, including the surrounding public housing. William Wells Brown Elementary is located just blocks from downtown Lexington, in the East End Neighborhood, which is rich in history and culture and near the University of Kentucky and Transylvania University. The school has a 21st Century Learning Center grant that provides afterschool programming and summer school for students in grades K-5. A unique feature of the school is a full-service Healthy Kids clinic that provides free medical, social-emotional, and mental health services to students and their families. The staff at the clinic includes, a registered nurse, nurse practitioner, therapist, and a physician. New school leadership was brought in the 2020-2021 school year to pick up the school turnaround process. School leadership began the year with a collaborative effort to invest in a new school mission, vision and core values. The Principal has established daily school-wide Morning Meetings to set the foundation for the school day.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

No achievement gaps, thus far, have been closed according to state testing data.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from
During the 2016-17 school year the school outperformed the district and the state in writing, scoring a 47.4 percent, where the district and state performed at a 41.1 percent and 40.5 percent, respectively. English Language Learners increased from 6.3% proficient to 8.3% proficient, in reading, between the 2017/2018-2018/2019 school years. English Language Learners increased from 6.3% proficient to 25% proficient, in math, between the 2017/2018-2018/2019 school years. African American student scores improved in reading from 16.5% to 18.5% between the 2017/2018-2018/2019 school years. English Language Learner scores improved in math from 22.7% to 30% between the 2017/2018-2018/2019 school years.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

Based on previous data, most gap groups have either not progressed at all, had minimal progression or regressed. English Language Learners regressed in reading from 27.3% to 15% from 2017/2018-2018/2019 school years. African American students have consistently made minimal progression in reading and math on state testing. (See above score results.)

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

With the adoption of the district programs in reading and math, teachers used the program instead of standards, to drive instruction. Teachers were not using standards to create rigorous lessons, while relying on a program to teach the state standards.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Teachers are involved in a thorough PLC, data driven and backwards planning process that allows instruction to be aligned and rigorous to meet the intensity of the standard. The PLC process involves professional learning, data analysis, student work analysis, etc. Ebony Hutchinson: Principal Alex Butler: Professional Growth and Effectiveness Coach Lisa Owens, Marlene Johnson: School Based Instructional Coaches Dr. Doug Reeves: Leadership Coaching Dr. Stacy Scott: Equity & Leadership Coaching Cambridge Educational Consultants: Turnaround Team Consultants
G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

The professional development plan attached, allows teachers the opportunities for standards' deconstruction, along with learning foundational teaching in reading and mathematics. There are thorough learning sessions based on teaching with high expectations, and equity practices that address the needs of closing the achievement gaps of students. See attachment

ATTACHMENTS
Attachment Name

握手 WWB Measurable Gap Goal
III. Planning the Work

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By May 2021, increase the percentage of all students scoring proficient/distinguished in math from 17.4% to 24.9%; in reading from 18.4% to 25.9%.

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached
## Attachment Summary

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<td>📇 WWB PD Plan 2020-2021</td>
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The Promise Academy at William Wells Brown

‘Be the Change...Change the World!’

*Ebony Hutchinson, Principal*

**CSIP and Turnaround Plan 2019-2021**

<table>
<thead>
<tr>
<th><strong>Our Mission</strong></th>
<th><strong>Vision</strong></th>
<th><strong>Our Theory of Action</strong></th>
</tr>
</thead>
</table>
| We, The Promise Academy at William Wells Brown, are a caring, committed community with high expectations, accountability, growth mindset and positivity empowering confident learners and leaders of tomorrow in an evolving global society. | We, as leaders of today, will achieve excellence and uplift the community through “OUR PROMISE” to build resilient scholars and create leaders of tomorrow. **Core Values**

Respect, Creativity, Growth Mindset, Positivity, Integrity, Accountability, High Expectations, Commitment, Trust, Authenticity, Open Communication, Reliability | If we increase the rigor in instruction, elevate leadership and staff accountability, and improve school culture and mindset, then we can expect an increase in student achievement in all areas. |

**Our Strategic Objectives**

In collaboration with Cambridge Education, a comprehensive school audit was completed in Spring 2019. The audit included the following: academic and behavior data evaluations, on-site classroom and PLC observations, and focus group discussions (parent and community partners, certified and classified staff, students). Through the audit process, the following group of overarching strategic objectives that will achieve the school mission were developed:

| **Objective 1:** Rigorous Instruction |
| **Objective 2:** Leadership Accountability |
| **Objective 3:** Learning Culture and Mindset |
### Turn Around Plan At a Glance (2019 – 2021)

<table>
<thead>
<tr>
<th>1. Rigorous Instruction</th>
<th>2. Leadership Accountability</th>
<th>3. Learning Culture and Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FCPS Imperative:</strong> Excellent Schools and Student Opportunities</td>
<td><strong>FCPS Imperative:</strong> Excellent School and Staff</td>
<td><strong>FCPS Imperative:</strong> Excellent Supports and Relationships</td>
</tr>
</tbody>
</table>

1. **Increase the Higher Order Thinking questions utilized during classroom instruction.**
   - **CHETL 3C:** Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.
   - **Evidence-Based Practice:** Questioning - Hattie effect size of .48
2. **Increase the assignment and completion of group projects across grade levels.**
   - **CHETL 3H:** Teacher integrates the application of inquiry skills into learning experiences.
   - **Evidence-Based Practice:** Inquiry Based Learning/Project Based Learning - Hattie effect size of .4
3. **Increase the differentiation of instruction across the school.**
   - **CHETL 3A:** Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.
   - **Evidence-Based Practice:** Instructional Scaffolding/Differentiation - Hattie effect size of .82
4. **Extended Learning:**
   - **Promise Academy Implementation and 21st Century Community Learning Center**
   - **CHETL 5E:** Teacher provides essential supports for students who are struggling with the content.
   - **CHETL 4E:** Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.

---

Adopt, Implement and Monitor Systems, Structures, Process and Practices for School Wide Continuous Improvement to turnaround Williams Wells Brown:
1. **Consistent observations of learning and actionable instructional feedback**
   - **CHETL 5A:** Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.
2. **Consistent monitoring and feedback on lesson plans**
   - **CHETL 5F:** Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.
3. **Build teacher capacity**
   - **CHETL 5B:** Teacher maintains ongoing knowledge and awareness of current content developments.

---

1. **Streamline and enhance PLCs**
   - **CHETL 1H:** designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.
2. **Standards-driven instruction** (Culture of Common Core Standards Mastery using Programs and Supplemental Material)
   - **CHETL 5C:** Teacher designs and implements standards-based courses/lessons/units using state and national standards.
3. **The school-wide behavior plan, focused on the principles of PBIS**
   - **CHETL 1B:** motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect.
   - **CHETL 1E:** displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors.
5. Standards Deconstruction
CHETL 5C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.

6. TNTP (The New Teacher Project)
CHETL 3D- Teacher provides meaningful learning opportunities for students.
CHETL 5C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.

Needs Assessment
William Wells Brown will develop and implement effective systems for growth in the areas of Rigorous Instruction, Leadership Accountability, and School Culture and Mindset. Using multiple data sources (KPREP, MAP, formative and summative assessments, PBIS reports, student work samples, class observations), William Wells Brown will use a continuous improvement model to evaluate and improve in these areas.

Overall KPREP Performance: William Wells Brown ranked in the bottom 5% of schools in Kentucky and was designated a Comprehensive Support and Improvement school by the Kentucky Department of Education. On the Spring 2019 KPREP assessment, the following percentages of students were identified as Proficient/Distinguished in the accountable tested areas:

- **Reading**: 20.1%
- **Math**: 20.1%
- **Writing**: 35.3%
- **Social Studies**: 12.8%
- **Science**: 15.7%

**Gap Group:** On the Spring 2019 KPREP Assessment, the following percentages of African American students were identified as Novice in Reading and Math:
- **Reading**: 63%
- **Math**: 57.6%

CSIP Goals
1. **Proficiency:** By May 2021 increase the combined (reading and math) percentage of students scoring proficient/distinguished from 32.1% to 42.1%.
2. **Separate Academic Indicator:** By May 2021 increase the percentage of all students scoring proficient/distinguished in:
   - **Science** from 12.8% to 22.8%
   - **Social Studies** from 15.7% to 25.7%
   - **Writing** from 35.3% to 45.3%
3. **Achievement Gap:** By May 2021 increase the percent of African American students scoring proficient/distinguished in:
   - **Math**: 17.4% to 24.9%
   - **Reading**: 18.4% to 25.9%
4. **Growth**: By May 2021 increase the growth indicator score from 52.7 to 57.3.
## CSIP Goal 1: Proficiency (Turn Around Plan: Rigorous Instruction)

By May 2021 increase the combined (reading and math) percentage of students scoring proficient/distinguished from 32.1% to 42.1%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>KCWP 1 and 2: Design, Deploy Standards and Deliver Instruction</td>
<td>Process: Provide teacher clarity by implementing regularly scheduled PLC and Planning meetings to deconstruct standards, review the alignment between standards, learning targets, success criteria and assessment measures. School Based Instructional Specialists meet with teams two times per week to plan and deconstruct standards to ensure rigorous instruction.</td>
<td>-Consistently implement a Process to Deconstruct standards and warehouse of deconstructed standards (can revise when needed) kept in Google drive, lesson plan -develop and adhere to PLC and team planning schedules -Wednesday professional learning early release -Lesson plan and walk through consistently reflect 100% of standards based, student friendly learning targets posted, effective success criteria posted to reach rigor of standard -Utilize Pre-TNTP checklist -When all assignment meets the rigor and requirements of the TNTP grade appropriate assignment tool</td>
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| 30 days | | Schedule PLC and team planning for standard unpacking on a weekly basis before planning lesson | | | |
| | | Review with teachers on Teacher Clarity of deconstructing standard, development of student friendly learning targets, success criteria and assessment measures during PLC. | | | |
| | | Ensure teachers unpack standards during PLC to effectively plan for and deliver rigorous instruction | | | |
| | | Construct student friendly learning targets | | | |
| | | Implement standards-based instruction with a guaranteed and viable Curriculum, supplement as need when there is a lack of alignment to standard. | | | |

| 60 Days (Continue work of first 30 days in addition to the following...) | | Same as 30 day Measures of Success | | | |
| | | -October 2019, PD presented by Chris Finn during staff meeting -Daily learning target/success criteria checks by leadership team, walk thru by district CSI team and data, meeting agenda/minutes, sign in sheets, Lesson plan, deconstructed standard bank in PLC drive, | | | |
- Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, instructional coaching, formal and informal observations, classroom data/running records, and standards mastery checks.

- **Teacher Clarity** - Daily classroom visit to ensure posting of teacher clarity components (Standard, student friendly learning target, success criteria, check for mastery and alignment of instruction.)

- **The New Teacher Project (TNTP)** - provide professional learning and integrate TNTP grade appropriate assignment tool to ensure rigorous and grade appropriate assignment. Pre plan and post review document incorporated in planning, PLC and district Walk through.

- **District assigned service Team**

  - **Monthly District Walk through** - monitor and support visit

  - **Standards Mastery Check** - Analysis of KPREP data, district common assessment, standards mastery check, action plans to reteach standards not mastered by students via tiered support of Tier I reteach (depends on data analysis results)

- **Ensure ongoing professional development in the area of best practice/high yield instructional strategies and Plan strategically in the selection of high yield instructional strategy usage within lessons.**

- **High Ordered Thinking (HOT) questions** (evidenced in lesson plans and delivery of instruction/weekly slides)

- **Direct/Explicit Instruction** (I do, We Do, You do)

- **TNTP** - When all reviewed ELA assignment meet the rigor and requirements of the TNTP grade appropriate assignment tool

  - When the district CSI team is removed due to school no longer being in federal status of CSI and when applicable walk indicators evidence of 80% or above

- **Teacher Clarity Playbook training through unit planning and beginning of the year training by School Based Instructional Specialists.**

- **District Walk through data, charts, minutes, follow up reports with 30 day action plans,**

- **Standards Mastery – Data Analysis As It state/Desired State, Name and Claim of students, common assessment outcomes and reteach plans, standards mastery check, outcomes and action plans to ensure mastery of standards, MTSS (academic support)**

  - Inclusion in (Gradual release I do, we do, you do) Lesson planning and implementation in the delivery of instruction of High Yield Instructional

  - Cambridge Education consultant, Chris Finn, will provide PD: Asking Better Questions/Asking Questions Better Weekly, during PLCs lesson plans will be reviewed to ensure inclusion of
Extended Learning - Promise Academy Model

- to ensure Equity by providing enhanced educational offerings for these children by extending the school day and adding more days to the school year. This new structure will allow FCPS to build in more learning time and give students additional enrichment experiences.

- Students additional time interacting with instructional core to include access and opportunity to experiential opportunities (coding, the arts, world languages, music, equine awareness, culinary arts, artist in residence, instructional field trips, mentoring, etc...). as part of the instructional core.

Day Plan (In addition to Processes of 30-60 day Plan...)

- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

- Cultural Responsive Teaching and Learning (CRTL)/Opportunity Myth

Higher Order Questions (minimum of 2-3 per lesson).

- Increased student outcomes (MAP Growth, Exposure to diverse experience, Mastery of standards, standards mastery check, unit and common assessments. 2019-2020 KPREP as result of equity on time spend interacting with instructional core.

- Lesson plans and delivery of instruction inclusive of high expectations, relevant experiences of student population

- Include various learning styles in the deliver

- Student voice and choice in assignment

- Numbers of students demonstrating mastery

- (assign HYS to be implemented and monitored)

Parent survey, student feedback, teacher plus/delta and survey feedback,

- TNTP Grade Appropriate (high expectation)

- Lesson Plans
Plan for and implement active student engagement strategies.

- Annual Service Learning Project to be integrated within content area to extend learning.
- Differentiated Instruction
  - Promise Academy Model- Incorporate access, opportunity and exposure to diverse experiential learning as part of the instructional core via enrichment
  - Roberta Walker training on Literacy...

120 Day Plan
- Continuous implementation of above strategies.

150 Day Plan
- Continuous implementation of above strategies.

180 Day Plan
- Continuous implementation of above strategies.
- Data Analysis and reteach – Implementation of W.I.N. (What I Need) time and data analysis to move increase achievement by providing intervention and enrichment by standards’ skill based instruction.
- Professional Learning in Literacy from Jennifer Serravallo and Consultants through the workshop model approach.

Weekly assigned classroom walk-throughs to analyze implementation of strategies.

Reading observations and PLC observations/support by Cambridge Education, January 2020 (Roberta Walker)
<table>
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<td>Objective 1</td>
<td>KCWP 1 and 2: Design, Deploy Standards and Deliver Instruction</td>
<td><strong>Process:</strong> Provide teacher clarity by implementing regularly scheduled PLC and Planning meetings to deconstruct standards, review the alignment between standards, learning targets, success criteria and assessment measures. <strong>30 days</strong></td>
<td>-Same as goal 1</td>
<td>-Lesson plan review: inclusion of high yield instructional strategies, student friendly learning targets, success criteria</td>
<td></td>
</tr>
<tr>
<td>Objective 2</td>
<td>By May 2020 increase math proficiency scores from 201.1% to 25.1%</td>
<td><strong>In addition to the 30-60-90 Day Action Plan from Objective 1:</strong></td>
<td></td>
<td>Math observations and PLC observations/support by Cambridge Education, January 2020 (Hayden Lyons)</td>
<td>Implementation of Data Analysis PLC to analyze data and make data-driven decisions.</td>
</tr>
</tbody>
</table>
| 2: Design and Deliver Instruction | • Schedule PLC and team planning for standard unpacking on a weekly basis before planning lesson  
• Train teachers on Teacher Clarity of deconstructing standard, development of student friendly learning targets, success criteria and assessment measures.  
• Ensure teachers unpack standards during PLC to effectively plan for and deliver rigorous instruction  
• Construct student friendly learning targets  
• Supplement standards based instruction Use the guaranteed and viable Curriculum district required curriculum when there is congruent standards alignment and supplement as needed  
• Via the Promise Academy Model, WWB has scheduled Science to be offered every day as part of the instructional core to ensure access and opportunity |
|---|---|
| | -Daily classroom observations using school walkthrough form by leadership team  
-Monthly district walkthroughs for class observations, feedback, plans for staff support|
| from 12.8% to 17.8% | 

60 Days  
(Continue work of first 30 days in addition to the following...)  
• Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.  
  - **Teacher Clarity** -Daily classroom visit to ensure posting of teacher clarity components (Standard, student friendly learning target, Success criteria, check for mastery)  
  - **The New Teacher Project (TNTP)**-grade appropriate assignment pre plan and post review document
incorporated in planning, PLC and district Walk through

- **Monthly District Walk through** - monitor and support visit

- **Standards Mastery Check** - Analysis of KPREP data, district common assessment, standards mastery check, action plans to reteach standards not mastered by students via tiered support of Tier I reteach (depends on data analysis results)

- **Ensure ongoing professional development in the area of best practice/high yield instructional strategies and Plan strategically in the selection of high yield instructional strategy usage within lessons.**
  - **High Ordered Thinking (HOT) questions** (evidenced in lesson plans and delivery of instruction/weekly slides)
  - **Direct/Explicit Instruction** (I do, We Do, You do)
  - **Cultural Responsive Teaching and Learning (CRTL)**
  - **Extended Learning** - Promise Academy Model to ensure Equity by providing students additional time interacting with instructional core to include access and opportunity to experiential opportunities (*coding, equine studies, culinary arts, artist in residence, instructional field trips, mentoring, chess, drumming, etc...*) as part of the instructional core.
Day Plan (In addition to Processes of 30-60 day Plan…)

- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
  - Data Analysis and reteach
  - Project/Inquiry Based Learning

- Plan for and implement active student engagement strategies.
  - Inquiry Project Based learning - Increase the assignment and completion of group projects across grade levels
  - Promise Academy Model - Incorporate access, opportunity and exposure to diverse experiential learning as part of the instructional core via enrichment

120 Day Plan

150 Day Plan

180 Day Plan

- STEM implemented as a core subject in the special area rotation. Students are taught critical thinking skills, deeper level questioning and inquiry-based learning.
- Science integration into core reading and math units.

Hands-on science activities:
Students will be able to access the school Science Lab for experiments/application on content learned in the classroom. Students will receive science enrichment through Coding class, Cooking class, and Equine studies opportunities. In
addition, each grade level (K-5) has a designated Science block in the daily instructional schedule.

<table>
<thead>
<tr>
<th>Objective 2</th>
<th>KCWP 2: Design and Deliver Instruction</th>
<th>In addition to the 30-60-90 day activities outlined in the science objective, via the Promise Academy Model, WWB has scheduled Social Studies to be offered every day as part of the instructional core in the first 30 days.</th>
</tr>
</thead>
</table>
| By May 2020 increase Social Studies proficiency scores from 15.7% to 20.7%. | **Turn Around Plan**  
**Strategic Objective 1:** Rigorous Instruction | Same as Goal 1 |
| Objective 3 | KCWP 1 and 2: Design and Deliver Instruction | In addition to the 30-60-90 day activities outline in the science objective |
| By May 2020 increase Writing proficiency from 35.3% to 40.3%. | **Turn Around Plan**  
**Strategic Objective 1:** Rigorous Instruction | -Writing Committee meets to establish plans  
-Revised Master Schedule  
-5th grade can successfully complete 5 paragraph essay for on demand writing  
-3-4th grades- constructing essay development using evidence form text to support claims  
K-2 writing sentences and paragraphs using correct punctuations grammar, and language mechanics  
Certification of attendance |
| 30 days- Construct a Master schedule to include a writing block Via the Promise Academy Model, WWB has scheduled a writing block offered every day as part of the instructional core to ensure all student equitable access an opportunity. | -District Personnel (Rose S. Leo) Develop School-wide Writing plan to be implemented across the curriculum.  
-Train teachers to implement School wide writing across the curriculum |
| 60 days |

- Fall 2019, the Reading-Writing-
- Establish A Writing Committee to meet throughout the school year to develop a writing workshop for grades K-2 (learning to write).
- Develop a writing plan focused on language and writing composition standards for grades 3-5 (writing to learn).
- For grades 3-5, there will be a continuum of learning for On-Demand writing.

- Ensure WWB teachers (min. 2) and administrator attend district Writing Cadre.
- Community partners will assist with writing for grades 3-5 through the Reading-Writing-Rewards program, with training provided by a school administrator to volunteers.
- Special education teachers will follow the writing plan during resource instruction.
- Writing to Learn, Writing to Demonstrate Learning, Writing to Publish training to implement in every classroom.

Writing Pieces completed using correct format

- PLC to analyze writing and create writing prompts.

Rewards partners are trained by admin, partners meet with identified students weekly

- Fall 2019 and ongoing, the district Writing Cadre is attended by teachers and 1 administrator

**CSIP Goal 3: Achievement Gap (Turnaround Plan: Safe and Positive Learning Culture and Mindset)**

By May 2021 increase the percent of African American students scoring proficient in:
- Math: 17.4% to 24.9%
- Reading: 18.4% to 25.9%

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measures of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
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</thead>
<tbody>
<tr>
<td><strong>Objectives 1 and 2</strong>&lt;br&gt;By May 2020 increase the&lt;br&gt;learning culture and environment</td>
<td>KCWP 6 and Establish Learning Culture and Environment</td>
<td>Process:&lt;br&gt;Collectively establish vision and mission statements that reflect core values of the school and support academic behavior achievement for all students. (KCWP 6)</td>
<td>PBIS- School Behavior Plan PD (August 2019)&lt;br&gt;School mission/core values/ theory of action re-established in Spring 2019</td>
<td>SEL program fidelity checks by leadership team</td>
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<td>KCWP 4: Review, Analyze and Apply Data</td>
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<tr>
<td>Establish a learning culture and environment that reflects data informed decision making to increase student achievement</td>
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### 30 days

- Established the Promised Academy Model to ensure student Equitable Access an Opportunity to interact with core instruction by extended both the school year and school day.
- Implement Positive Behavior Instructional Support (Silver Status 2017-2018 school year, Gold Status 2018-19 school year)
- Developed the master schedule to ensure more ELA/Math instruction, incorporate science, social studies and writing,
- Developed Master Schedule to include experiential opportunities as a part of the core instruction
- Reviewed and revised mission, core values and theory of action
- Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.
  - Established Tier I Common Area Expectation
  - Hired a Behavior/PBIS Coach to build capacity with teacher in the area of classroom management

- Opened and operating the Promise Academy Model
- State PBIS rating (Gold, Silver, Bronze)
- Decrease in missed instructional time due to behavior incidences
- Reduction in level 3 Office Discipline Referrals, Out of School Removal, In school removal (Refocus and Restore)
- Tiered fidelity Inventory (TFI)

- SEL program fidelity checks by leadership team
- Master Schedule
- Enrichment schedule

- Percentage of Students in each PBIS Tiers
- Reduction in missed instructional time due to behavior
With a Multi-Tiered Support System:

Adopt a district/school-wide system or initiative to build character development.

- SOP Whatever it Takes (look at schedule, Preventive Plans)
- Adopted and Implement SEL Caring Community of Second Steps implemented daily (first 15 minutes of instructional day)
- Social Skills group during enrichment
- Implement Restorative Practices

Practice:
Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom and common areas.

60 days (Need SOP of when...)

- Using Plus/Deltas feedback from faculty, staff and focus groups from students, determined mid-course correction regarding learning culture due classroom management and challenging student behaviors
  - revised schedule,
  - provided more enrichment (minds in motion, coding,
- Developed 5-10-15 day plan to reset school regarding classroom management/behavior reset schedule (established year-long calendar)

- Effective Classroom management for Tier I and Tier II behavior

- Student Support Staff Reduction of behavior referrals
  - Reduction in clinic and outside agency referrals, mobile assessment
  - Increase academic achievement
  - Reduction in time spent in Restore and Refocus Room (limit 14 min)

- More time spent engaging on the instructional core
- Reduction in behavior call to administrators from teachers
- Shoulder Coaching from District PBIS Team
- Superintendent provided more staff and funding
- Establish Refocus and Restore room
- Trained Support Staff on Restorative Practices
- Established additional support positions (Mental Therapist, Full time Social worker, Family and Community Engagement Liaison (FACE))
- FACE center to support families to remove barriers to employment, post secondary ed, GED
- SEL groups held as a part of enrichment

Triangulate data for special education students: Various data sources for students with IEPs will be analyzed, specifically KPREP Reading and Math, Guided Reading Level, and MAP Reading and Math. Trends will be identified and plans developed for Novice reduction.

Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs (KCWP 4)

- 30 days: (Implement Run for the Roses)
- MTSS (Academic/Behavior (PBIS))
- Assessed with NWEA MAP, guided reading levels, KPREP, FAST assessment (40\% and Common standards in ELA and Math identified to be reinforced and shared with special education staff

- Standards Mastery
- Closing skill deficit gaps

- Fall 2019, common standards shared with special education staff
below on MAP), Brigance, Lit first, district placement assessment, district curriculum assessment), provide tiered II and III (guided reading, intervention with 3 students or less, running records to flexibly group) academic services for targets and intense students

- Based on previous year PBIS data (level 3 ODRs) provided Tier II and III behavior intervention (Social skills, therapist, check and connect, zones of regulation, referral to mental health agency services)
- Create and monitor a “Watch (Cusp) List” for students performing below proficiency.

60 days
- Develop a progress monitoring system to monitor standards mastery for each student.
- Develop a tracking system for monitoring of student achievement progress by learning target and by standard
- Create and monitor a “Watch (Novices and Cusp) List” for students performing below proficiency and reteach

CSIP Goal 4: Growth (Turnaround Plan: Leadership Accountability- Developing systems and monitoring for fidelity of implementation)
May 2021 increase the growth indicator score from 52.7 to 57.3.

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<tr>
<th>Objective</th>
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<th>Measures of Success</th>
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<th>Funding</th>
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<tbody>
<tr>
<td>Objective 1 By May 2020 increase</td>
<td>KCWP 2: Design, Align, Deliver Support Processes</td>
<td>In addition to strategies and activities under the Proficiency and SAI Goal- Condition:</td>
<td>-reduction in missed instruction due to behavior incidences -Novice Reduction, increased proficiency growth -Removed from CSI status</td>
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<tr>
<td><strong>Turnaround Plan Strategic Objective 3: Leadership Accountability</strong></td>
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<td>Develop school culture systems, structures and supports, both academic and behavioral, to promote and support learning for all</td>
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<td><strong>30 days:</strong></td>
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<tr>
<td>• <strong>Implement and Monitor for effectiveness</strong> Year 1 and Year 2 continuation of Turnaround Plan (Red, Yellow, Green)</td>
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<td>➢ MTSS (academic and PBIS behavior) Encourage participation by all stakeholders in open forums via student focus groups, community partner input sessions, three family informational sessions, advisory council, plus/delta feedback focused on continuous improvement planning. This includes evaluating the current state, triangulating data sources, identifying of the desired state, creating action steps for goal attainment, establishing a periodic monitoring timeline (30-60-90 or 5-10-15 day action planning urgency dependent), and defining timelines for communication updates.</td>
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<td>➢ MTSS (PBIS behavioral) create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback.</td>
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<td>• Leadership team (school/district) models the development and deployment of</td>
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</table>

### CONSISTENCY

- Removed from CSI status
- Systemic process are evidence triangulation (audits, walk through documentation, verbal communication) for academic and behavioral tiers
- Document feedback and mid-course correction made informed by data

1. Common articulation and utilization of the process.
2. Increased achievement in student outcomes and
3. Gradual release to start 2020-2021 school year
4. Consistently implement a continuous improvement model such as PDSA
5. 30-60-90 day plan
6. When behavior incidences are not perceived to supersede instruction.
7. When Principal and leadership team spends more time on instructional issues than behavior.
8. Systems and structures are implemented consistently and monitored for fidelity of implementation

Administrative Teams facilitate PLC and planning to ensure process is implemented with fidelity

- Assessment data, PLC agendas/minutes, teacher facilitation of PLCs, PBIS data, Report out faculty and staff, Review and Highlight for completion and effectiveness of 30-60-90 in Leadership Team meetings, Implement a system of accountability for teacher fidelity of implementation (academic and behavior)
PLC/Planning protocols/strategies (academic and behavioral) with an effective cyclical process (e.g. PDSA). For classroom management, instructional discipline, standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data through (Plan-Do-Study-Act and Teacher Clarity (academic) process with anticipate gradual release before the end of the 2019-2020 school year.

### 60 Days
In addition to the 30 day activities

- **Continuous School Improvement Plan and Turnaround plan (Year 2)** – Collapse the two plans into CSIP template as recommended by KDE. Revise, implement and monitor (red, yellow, green) with stakeholder input and feedback.
  - Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts (adheres to guidelines set forth by SIF, Federal, state and local funds)
  - **Data analysis protocol** and utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next for school/district improvement?)

Effective implementation of CSIP and Turnaround Plans

Data Dive: Determine As is vs Desired state of school and action plan to increase student achievement.

Approval by school board and KDE
- Develop watch list of students scoring novice, high apprentice (cusp)
- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs or total review for understanding on teacher part reteach of content standards and skills.

90 days

In addition to the 30-60 day activities
- Develop a clearly defined MTSS/RtI (academics) school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency,

Evidence via School Improvement and Turnaround Plan

Increased student outcomes for watch list students
<table>
<thead>
<tr>
<th>Objective 2</th>
<th>By May 2020 increase students' Math</th>
</tr>
</thead>
</table>

- The strategies from Objective 1 will be used for Objective 2, but will focus on Math.
- The activities from objective 1 will be used for Objective 2, but will focus on Math.
- The measures of success from Objective 1 will be used for Objective 2, but will focus on Math.
- The progress monitoring from Objective 1 will be used for Objective 2, but will focus on Math.

- **PDSA** - Review and monitor fidelity of implementation of the Continuous Implement Model of PDSA
- **Program/Initiative effectiveness** - Ensure a 30-60-90 day plan and monitoring tool are developed and implemented for determination of program and initiative effectiveness, incorporating data measures such as faculty/staff surveys, leadership observations and evaluations, Quality Tool data, and other formal and informal data sources
  - Leadership coaching with Elaine Farris
  - Leadership consulting/coaching with Douglas Reeves, Dr. Stacy Scott and the Creative Leadership Solutions company.
indicator score from 46.4 to 48.7.

‘Be the Change...Change the World!’